

## **Literacy Tips Week 3, Term 3 2006**

### **Hooked on Thinking**

"Hooked on Thinking" was just published in the April, 2004 issue of The Reading Teacher. Ann Paziotopoulos and Marianne Kroll write about how to make Bloom's Taxonomy more applicable to literature discussions. In this article, the authors refer to one of my favorite quotes by Oliver Wendell Holmes. He uses a metaphor comparing the intellect of people to multi-level homes. I have created a blackline master for you to use in the classroom that shows this comparison visually. Holmes says, "The best illumination comes from above, through the skylight."

### **Skyscraper Thinking**

Pazziotopoulos and Kroll created their own classroom analogy using a skyscraper with its feature of ascending floors. "The floors symbolize the effort needed to reach the next level. The graphic also conveys an enhanced view or broadened perspective from the top floor..." Use the Skyscraper Thinking sheet as a way to model higher level questioning with your students. When discussing Little Red Riding Hood, ask the students to recall the facts. What did the wolf do to trick Little Red Riding Hood? For the evaluation level, ask students to pretend they are the wolf and write a short paragraph defending the wolf's actions.

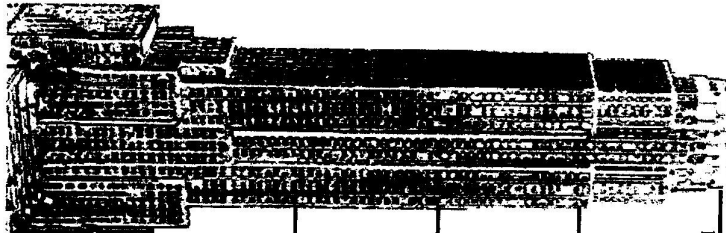
Then move to more sophisticated literature from your grade level anthology to model these levels of thinking. Ask students to recall such details as what vexed the narrator in The Tell-Tale Heart? Have the students compare and contrast the narrator before and after the police arrive. Can students think about what might have happened after the narrator confessed to murdering the old man at the end of the story? If students pretended to be the judge at the murder trial, what sentence would they give the narrator and why? The higher students climb the floors of the skyscraper, the more effort it takes and the more their views change. The top floor allows them to acquire a greater understanding of the literature because it provides them with sweeping views helping them to create the big picture.

Attached is the Skyscraper Thinking blackline master to use with your students. I have also provided an example blackline master copied from the article written by Paziotopoulos and Kroll that models how you might also use this as an assessment tool. The example provided is one from a health class asking students to demonstrate their knowledge of the circulatory system.

***"There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors, who have no aim beyond their facts, are one-story men. Two-story men compare, reason, generalize, using the labors of the fact collectors as well as their own. Three-story men idealize, imagine, predict - their best illumination comes from above, through the skylight."***

Source: Paziolopoulos, Ann and Marianne Krill. "Hooked on Thinking." *The Reading Teacher*. April 2004. 672-677.

# Skyscraper Thinking



**Evaluation** (give an opinion)

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**Synthesis** (create something new)

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**Analysis** (compare/contrast)

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**Application** (relate to real life)

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**Comprehension** (summarize/explain)

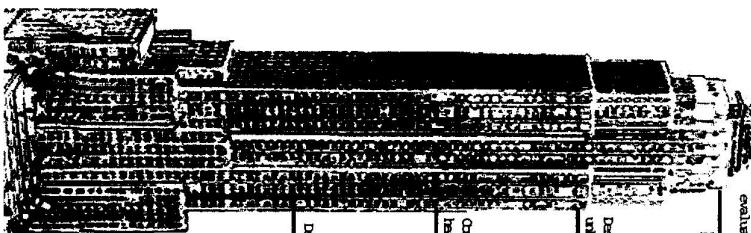
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**Knowledge** (recall facts)

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# Skyscraper Thinking



Knowing what you know about a heart-healthy lifestyle, evaluate a friend or a relative's lifestyle and make recommendations.

**Evaluation** (give an opinion)

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Describe the journey of a blood cell through the arteries of an unhealthy heart.

**Synthesis** (create something new)

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Compare and contrast the lifestyles of a person with a healthy heart versus a person with heart disease.

**Analysis** (compare/contrast)

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Describe what you do to keep your heart healthy.

**Application** (relate to real life)

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Describe the functions of each part of the heart.

**Comprehension** (summarize/explain)

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Draw and label the parts of the human heart.

**Knowledge** (recall facts)

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